

**THE CORRELATION BETWEEN MOTIVATION AND READING
COMPREHENSION OF THE SECOND YEARS STUDENTS
OF MAN 1 PEKANBARU**

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Abstract : *This correlation research is aimed to find out the correlation of the students motivation with reading comprehension of the second year students of MAN 1 Pekanbaru. The research data were collected from July to August 2016. The subject of this research was class XI IPA 3, which consist of 30 students. The data were collected by giving a test to the students in the form of multiple choice test and questionnaire about motivation. The result of the research showed that the second year students of Man 1 Pekanbaru got mediocre level with the mean score of 49,67 in reading comprehension and enough category (67,8) in the students questionnaire of motivation. Therefore, it can be concluded that the correlation of the second year students of MAN 1 Pekanbaru in motivation and reading comprehension is high with r_{xy} is 0,72.*

Key Words: *Correlation, Motivation, Reading Comprehension*

KORELASI ANTARA MOTIVASI DENGAN PEMAHAMAN MEMBACA SISWA KELAS XI MAN 1 PEKANBARU

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Abstrak: Penelitian korelasi ini bertujuan untuk mengetahui hubungan antara motivasi dengan pemahaman membaca siswa kelas 2 di MAN 1 Pekanbaru. Data penelitian dikumpulkan pada bulan juli tahun 2016. Subjek dalam penelitian ini adalah siswa kelas X IPA 3 yang terdiri dari 30 siswa. Data dikumpulkan dengan memberikan tes kepada siswa dalam bentuk pilihan ganda dan questioner mengenai motivasi. Hasil dari penelitian ini menunjukkan nilai siswa pada tes membaca mendapatkan nilai rata-rata 49,67 dan nilai pada questioner dengan rata-rata 67,8. Oleh karena itu dapat disimpulkan bahwa hubungan antara motivasi dan pemahaman membaca siswa kelas 2 di MAN 1 Pekanbaru sangat tinggi dengan nilai r_{xy} 0,72.

Kata Kunci: Korelasi, Motivasi, Pemahaman Membaca

INTRODUCTION

Reading is one of language skills noted as a part of important ability in broadening readers' perspective and giving them a change to see the world. The ability to read empowers the readers to take control of their own knowledge and decide their future.

Slavin (2009) says that motivation influences the students' reading comprehension. Therefore, motivated students usually want to understand text content deeply. According to Seymour and Wallsh (2006), motivation is a main element that affects their reading comprehension. Therefore, motivation is one of the main factors that helps learners to read more effectively.

In addition, Maleki and Zangani (2007) state that motivation is an important element that indicates whether the students are able to recognize and understand texts. Moreover, Pourhoussein, et al. (2012) point out motivation is something that motivates learner to determine their positive or negative opinion about reading. They state that learners' motivation positively affects their reading comprehension. It means that learners with stronger reading comprehension can be expected to read longer text.

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They state that learners' motivation positively affects their reading comprehension. It means that learners with stronger reading comprehension can be expected to read longer text. Based on interview that was held on August 10, 2016. It was found out that there are several factors that affect the students' score. They are the motivation, learning atmosphere, the level of boredom, and the complexity of the text.

Based on the phenomena above, it's necessary for the writer to conduct the research which is entitled "The Correlation Between Motivation and Reading Comprehension of the Second Year Students of MAN 1 Pekanbaru."

METHODOLOGY

Research Design

This is a correlation research. Sugiono (2007) states that correlation is a statistical analysis in which is used to find the relationship between two quantitative variables. The participants of this research were the second year students of MAN 1 Pekanbaru. For this purpose, class XI IPA 3 became the subject of the research which consists of 30 students.

Instruments Technique and Analysis

This research used quantitative data to find the result of this research. Quantitative data is basically data measured on a numerical scale. In collecting the data, researcher used test. The data was analyzed from students score. The instrument that used in this research were multiple choice and the questionnaire. Before the test was given to the sample class, the test will be given to the try out class to know the validity of the test. The material of the test was about reading comprehension.

To analyze the data, the researcher used the followings formula:

- a) To know the difficulty level

$$F.V = \frac{R}{N}$$

Where:

F.V = Difficulty level

R = the number of correct answer

N = the number of the students

(Adopted from Heaton, 1991)

- b) To know mean score

$$M = \frac{\sum fx}{N}$$

Where:

M = the mean score in each topic

$\sum fx$ = the sum of the respondents' score

N = the number of the respondents

(Adopted from Hatch and Farhady, 1982)

- c) To know standard deviation

$$SD = \sqrt{\frac{\sum d^2}{N - 1}}$$

Where:

SD = Standard deviation

$\sum d^2$ = The total mean of the test

N = The number of the students

(Adopted Heaton, 1991)

d) To know the reliability

$$R_{ii} = \frac{N}{n-1} \left[1 - \frac{m(N-M)}{NX^2} \right]$$

Where:

R_{ii} = the reliability of the test
 N = the number of items in the test
 M = the means score on the test for all the tests
 X^2 = the standard deviation of all test score

(Adopted from Heaton, 1991)

e) To know each students' score individually, the data will calculate by using the following formula:

$$M = \frac{X}{N} \times 100$$

Where:

M = individual score
 X = correct answer
 N = number of items
 (Adopted from Arikunto, S. 2003)

Furthermore, the level of the student's score will be classified into five levels of mastery. The classification can be seen in this following table:

Table 1: The Classification of Students' Score

No	Scores	Category
1	81-100	Excellent
2	61-80	Good
3	41-60	Mediocre
4	21-40	Poor
5	0-20	Very Poor

(Adopted from Harris, 1986)

a) To know the percentage

$$P = \frac{X}{N} \times 100\%$$

Where:

P = Percentage of the students per group/level

X = the number of frequency in one level

N = the number of students

(Adopted from Hatch and Farhady, 1982)

- b) To know the raters of students motivation scores were divided into 5 rates , they are:

80-100 = Very good

70-79 = Good

60-69 = Enough

50-59 = Less

0-49 = Fail

- c) To know the percentage of the student's score in questionnaire

Table 2: Classification of students score in questionnaire

No	Scores	Category
1	81%- 100%	Very High
2	61%-80%	High
3	41%-60%	Mediocre
4	21%-40%	Low
5	1%-20%	Very Low

- d) To know the correlation between two variables

$$r_{xy} = \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}}$$

Where:

R = Coefficient correlation

N = The number of the subject

Y = The dependent variable

X = The independent variable

$\sum X$ = The sum of X score

$\sum Y$ = The sum of Y score

$\sum XY$ = The sum of X and Y

(Sudjono, 2004)

After finding out the result of the coefficient of correlation, the writer will be interpreted it whether it is very low, low, moderate, high or very high. According to Sudjono (2004) the interpretation of coefficient of correlation as follows:

Table 3. The Interpretations of Correlation

r_{xy}	Interpretation
0.00 – 0.20	There is a very low correlation between the two variables
0.21 – 0.40	There is a low correlation between the two variables
0.41 – 0.70	There is a moderate correlation between the two variables
0.71 – 0.90	There is a high correlation between the two variables
0.91- 1.00	There is a very high correlation between the two variables

RESEARCH FINDING

A. The Presentation of Research Finding

This research focuses on the students' correlation between motivation and reading comprehension. The real test which is aimed to collect data was administered to 30 students of class XI IPA 3 MAN 1 Pekanbaru. The description of the result of this research is as follows:

1. Data Presentage of Questionnaire

The writer use questionnaire to collect the data. The data questionnaire was to present all the data needed about the students learning motivation. The score of each item was determined based on scale as follows :

- a. Very high is scored 5
- b. High is scored 4
- c. Mediocre is scored 3
- d. Low is scored 2
- e. Very low is scored 1

In order to get the data of the students motivation, the questionnaire given to the students consisted of 27 items. The students' motivation in using questionnaire can be seen from the scores of the students' questionnaire that shown in table as follows:

Table 4: Students motivation

No	Items	N	Very high	High	Mediocre	Low	Very low	Average
1	Question 1	30	2	7	6	10	5	2,7
2	Question 2	30	4	0	3	15	8	2,23
3	Question 3	30	0	2	4	15	9	2,06
4	Question 4	30	1	2	4	15	8	2,1
5	Question 5	30	3	7	4	5	11	2,53
6	Question 6	30	6	8	4	4	8	3,16
7	Question 7	30	0	2	4	10	14	1,8
8	Question 8	30	3	6	6	9	6	2,7
9	Question 9	30	0	0	1	0	29	1,06
10	Question 10	30	0	0	2	2	26	1,2
11	Question 11	30	2	5	4	6	13	2,23
12	Question 12	30	0	1	6	9	14	1,8
13	Question 13	30	1	0	6	8	15	1,8
14	Question 14	30	1	1	6	10	12	2,5
15	Question 15	30	10	8	8	2	2	3,73
16	Question 16	30	6	5	9	3	7	3
17	Question 17	30	0	1	5	11	13	1,8
18	Question 18	30	0	0	5	10	15	1,6
19	Question 19	30	1	1	6	9	13	1,93
20	Question 20	30	0	1	8	5	16	1,8
21	Question 21	30	5	7	5	10	3	3,03
22	Question 22	30	10	12	2	4	2	3,8
23	Question 23	30	11	4	5	3	7	3,3
24	Question 24	30	9	11	3	6	1	3,5
25	Question 25	30	10	8	4	5	3	3,5
26	Question 26	30	12	5	3	5	5	3,47
27	Question 27	30	6	12	4	6	2	3,47
	Total	810	103	116	127	197	267	67,8
	Percentage	100%	12,70%	14,30%	15,67%	24,32%	32,86%	-

Based on table above, can be seen that students' motivation is high, it can be seen on average of question is 67,8. The are nine items the average score only range 1, there are seven items the average score only range 2, while three other items such as, the students think that reading a text book is important for them, the average score 3,16. So, by seeing all the average score, the writer conclude students' motivation at the second years of MAN 1 Pekanbaru is "high".

2. Data Presentation of Reading Comprehension Test

The writer also use reading comprehension test that distributed knows the students' ability in reading comprehension. As stated before, the students' ability in reading comprehension was market by the score of reading comprehension test. The writer presented the score of each students' ability in reading comprehension categorized into excellent, good, mediocre, poor, very poor.

Table 5: Percentage of the students' Reading Comprehension Test

No	Range Score	Frequency	percentage	level	Mean Score
1	81-100	0	0%	Excellent	49,67
2	61-80	4	13,3%	Good	
3	41-60	11	36,67%	Mediocre	
4	21-40	15	50%	Poor	
5	0-20	0	0%	very poor	
	TOTAL	30	100%		

Based on table no students (0%) is in excellent level, 4 students (13,3%) are in good level, 11 students (36,67%) are in mediocre level, 15 students (50%) are in poor level, and no student (0%) is in very poor level.

In short, the mean score of the students in reading comprehension is 49,67. It can be stated that the reading comprehension of the second year students of MAN 1 Pekanbaru is in mediocre level (49,67). It means that most of the students are classified into mediocre level. They have not reached the standard minimum of score of this school.

3. Finding out the correlation between motivation and their English reading comprehension

The result of the correlation between the students' motivation and reading comprehension can be seen from the table bellows:

Table 6: Finding out the correlation between motivation and their English reading comprehension

N	X	Y	X ²	Y ²	Xy
1	85	70	7225	4900	5950
2	66	30	4356	900	1980
3	78	60	6084	3600	4680
4	81	80	6561	6400	6480
5	71	40	5041	1600	2840
6	84	60	7056	3600	5040
7	81	70	6561	4900	5670

8	61	40	3721	1600	2440
9	69	50	4761	2500	3450
10	76	40	5776	1600	3040
11	67	50	4489	2500	3350
12	71	40	5041	1600	2840
13	79	50	6241	2500	3950
14	73	40	5329	1600	2920
15	71	60	5041	3600	4260
16	69	40	4761	1600	2760
17	77	50	5929	2500	3850
18	69	50	4761	2500	3450
19	71	40	5041	1600	2840
20	75	60	5625	3600	4500
21	71	40	5041	1600	2840
22	76	60	5776	3600	4560
23	73	60	5329	3600	4380
24	67	40	4489	1600	2680
25	68	40	4624	1600	2720
26	69	30	4761	900	2070
27	74	50	5476	2500	3700
28	68	40	4624	1600	2720
29	71	50	5041	2500	3550
30	85	60	7225	3600	5100
Total	Σx 2196	Σy1490	Σx²161786	Σy² 78300	Σxy 110610

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \sum xy - \sum x \cdot \sum y}{\sqrt{[N \cdot \sum x^2 - (\sum x)^2][N \cdot \sum y^2 - (\sum y)^2]}} \\
 &= \frac{30 \cdot 110610 - 2196 \cdot 1490}{\sqrt{[30 \cdot 161786 - (2196)^2][30 \cdot 78300 - (1490)^2]}} \\
 &= \frac{3318300 - 3272040}{\sqrt{[4853580 - 4822416][2349000 - 2220100]}}
 \end{aligned}$$

$$= \frac{46260}{\sqrt{[31164][128900]}}$$

$$= \frac{46260}{\sqrt{4017039600}}$$

$$= \frac{46260}{63380,12}$$

$$= 0,72$$

Based on score above, the writer concluded that there is a high correlation between the students motivation and reading comprehension with the score obtained (0,72) is compared to the r table of product moment. It means that the alternative hypothesis (H_a) is accepted. So, there is a high significant between learning motivation and students reading comprehension. For the reason, the higher student's motivation is the better their reading comprehension and when the students have low.

CONCLUSIONS AND RECOMENDATIONS

CONCLUSIONS

Overall, the result of this research showed the ability of second year students of MAN 1 Pekanbaru. The result of the research showed that the second year students of Man 1 Pekanbaru got mediocre level with the mean score of 49,67 in reading comprehension and enough category (67,8) in the students questionnaire of motivation. Therefore, it can be concluded that the correlation of the second year students of MAN 1 Pekanbaru in motivation and reading comprehension is high with r_{xy} is 0,72. It means students' ability in using present perfect tense was in mediocre level and the students can't reach the standard minimum of this school (KKM).

RECOMENDATIONS

Concerning the conclusion, there are several recommendations that are useful for teaching and learning English. Firstly, for English teacher should have some effort to develop the students' motivation and encourage them to practice some exercises in using present perfect tense in order to make the students familiar with the materials in term of three indicators especially in term of irregular verb. Secondly considering that the students' correlation level between motivation and reading comprehension is mediocre level, it is recommended that the students should do more practice some

exercises and read more. The last one, the researcher recommended other researcher to continue the research findings in the other kinds of research.

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